

# *Enhancing Recognition of High-Quality, Functional IFSP Outcomes and IEP Goals*

---



*A training activity  
for Infant and Toddler  
service providers and  
ECSE teachers*

Anne Lucas  
Kathi Gillaspy  
Mary Louise Peters  
Joicey Hurth

with support from  
Dathan Rush and M'Lisa Shelden,  
Family, Infant and Preschool Program

The National Early Childhood Technical Assistance Center (NECTAC)

is a program of the

FPG Child Development Institute

of

The University of North Carolina at Chapel Hill

January 2012

Enhancing Recognition of High-Quality, Functional IFSP Outcomes and IEP Goals: A training activity for Infant and Toddler service providers and ECSE teachers

This resource is produced and distributed by the National Early Childhood Technical Assistance Center, funded through cooperative agreement number H326H060005 from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the Department of Education's position or policy.

NECTAC is committed to making the information it disseminates fully accessible to all individuals. If you require any of this information in an alternate format, please contact us at the address below. Additional copies of this document are available at cost from NECTAC. A complete list of NECTAC resources is available at our Web site or upon request.

Please cite as:

Lucas, A., Gillaspy, K., Peters, M. L., & Hurth, J. (2012). *Enhancing Recognition of High-Quality, Functional IFSP Outcomes and IEP Goals: A training activity for Infant and Toddler service providers and ECSE teachers*. Retrieved from <http://www.nectac.org/~pdfs/pubs/rating-ifsp-iep-training.pdf>

Cover photo: Alex Lazara

For more information about NECTAC, please contact us at:  
Campus Box 8040, UNC-CH  
Chapel Hill, NC 27599-8040

919-962-2001 • phone  
919-966-7463 • fax  
[nectac@unc.edu](mailto:nectac@unc.edu) • email  
[www.nectac.org](http://www.nectac.org) • web

Project Directors: *Lynne Kahn*  
Project Officer at OSEP: *Julia Martin Eile*



TA&D  
NETWORK

# *Enhancing Recognition of High-Quality, Functional IFSP Outcomes and IEP Goals:*

*A training activity for Infant and Toddler service providers and ECSE teachers*

By Anne Lucas, Kathi Gillaspy, Mary Louise Peters and Joicey Hurth  
with support from Dathan Rush and M’Lisa Shelden, Family, Infant and Preschool Program

---

## *~ Table of Contents ~*

### **Instructions**

---

Background .....	1
Criteria Defining High Quality, Participation-Based Outcomes and Goals .....	2
IFSP Outcomes Rating Activity.....	3
IEP Goals Rating Activity.....	5
Using the Rating Activity .....	6
Alternate Activity.....	6

### **Appendices**

---

Appendix A: IFSP Outcome Cards .....	7
Appendix B: IFSP Outcomes Placemat .....	19
Appendix C: IFSP Outcomes Answer Key .....	21
Appendix D: IEP Goal Cards.....	24
Appendix E: IEP Goals Placemat .....	37
Appendix F: IEP Goals Answer Key .....	39
Appendix G: IFSP Outcomes Worksheet .....	43
Appendix H: IEP Goals Worksheet .....	46
Appendix I: References.....	50

# *Enhancing Recognition of High-Quality, Functional IFSP Outcomes and IEP Goals:*

*A training activity for Infant and Toddler service providers and ECSE teachers*

By Anne Lucas, Kathi Gillaspy, Mary Louise Peters and Joicey Hurth  
with support from Dathan Rush and M’Lisa Shelden, Family, Infant and Preschool Program

---

## **Background**

---

This training activity was created to support participants’ understanding of the criteria needed to develop and write high quality, participation-based IFSP outcomes and IEP goals. The term “functional” is often used to describe what outcomes and goals ought to be, yet many providers struggle to define what makes a goal “functional.” Still others struggle with making goals and outcomes meet the criteria set forth in regulations, as well as have meaning for families. A review of existing resources developed by national experts provided a framework for considering both IFSP outcomes and IEP goals to determine if the goals are high quality and support the child’s participation in everyday routines and activities.

The key to supporting the development of high quality, participation-based outcomes is creating a clear and deliberate link between every step of the IFSP/IEP process, beginning with interactions with the family during initial contacts and referral through the development of the IFSP/IEP, and beyond. Critical to this process is the fundamental belief that children learn best through their participation in everyday activities and routines with familiar people. Also critical to this process are three important skills for providers:

- The ability to understand how to gather information from families throughout the process,
- The ability to conduct a functional assessment that gives a clear picture of the child’s abilities and needs in the child’s natural, everyday settings, activities and routines, and
- The ability to use the information to develop goals and outcomes.

Throughout the process of gathering information from families, special attention should be paid to the information the family shares about what’s working well for them, as well as what is challenging. When paired with the provider’s knowledge of early development and functional assessment occurring in multiple situations and settings, and over time, information from families provides all that is needed to develop high quality, participation-based outcomes and goals.

## Criteria Defining High Quality, Participation-Based Outcomes and Goals

---

### A. IFSP Outcomes

The National Early Childhood Technical Assistance Center reviewed expert-generated resources and identified six key criteria that define IFSP Outcomes as high quality and participation-based. They are:

- The outcome statement is necessary and functional for the child's and family's life.
- The statement reflects real-life contextualized settings (e.g., not test items).
- The wording of the statement is jargon-free, clear and simple.
- The outcome is discipline-free.
- The statement avoids the use of passive words (e.g., tolerate, receive, improve, maintain).
- The wording emphasizes the positive.

When the child's contextual information is available (e.g., assessment information, the child's IFSP) the following IFSP outcome criteria should also be evaluated:

- The outcome is based on the family's priorities and concerns, and
- The outcome describes both the child's strengths and needs based on the information from the initial evaluation or ongoing assessment.

### B. IEP Goals

The National Early Childhood Technical Assistance Center used nationally respected sources to identify six key criteria for evaluating the quality of IEP Goals. These include:

- The goal describes how the child will demonstrate what s/he knows.
- The goal is measurable and observable. Clear strategies and/or accommodations are included.
- The goal describes the conditions in which the child will demonstrate progress, and does not name a placement or educational environment.
- The goal is written in plain language and is jargon-free.
- The goal describes the child's involvement in age-appropriate activities to address "academic and functional" areas.
- The wording of the goal emphasizes the positive.

When the child's contextual information is available (e.g., assessment information, the child's IEP), the following IEP Goal criteria should also be evaluated:

- The goal includes what the child is doing now and includes the family's input and concerns.
- The goal is achievable in one year and specific timelines are noted.
- The goal details special factors related to communication, assistive technology and support specific to the child's disability and/or English language learning.

## IFSP Outcomes Rating Activity

### A. Materials Preparation

1. The IFSP Outcome Cards (Appendix A on page 7) contains 22 IFSP outcome statements (two per page). Print the outcomes statements on card stock and cut on lines indicated for a 4 x 6" card, or print on plain paper and glue to 4 x 6" index card.
2. One set of outcome statements will make 22 cards. One set of 22 cards goes with each placemat. Make as many sets as needed for the groups completing the activity.
3. Print the IFSP Outcomes Placemat (Appendix B on page 19) on a sheet of 8½ x 11" paper and laminate.

### B. Activity Instructions

1. Give one placemat and one set of 22 outcome statement cards to each group. **Be sure to shuffle the cards** so that outcome statements are not in the order they are on the answer key.
2. Have each group put a card in the center of the placemat so that the printed grid on the card matches up with the placemat (shown below).

<b>Criteria for Rating IFSP Outcomes</b>		
The OUTCOME is necessary and functional for the child's and family's life.	IFSP Outcome Card 1	The wording of the OUTCOME is jargon-free, clear and simple.
The OUTCOME is discipline-free.	Nolan will play with toys with his sister during bath time.	The wording of the OUTCOME emphasizes the positive.
The OUTCOME reflects real-life contextualized settings (e.g., not test items).	When the child's contextual information is available, the following IFSP outcome criteria can also be evaluated: <ul style="list-style-type: none"><li>• The outcome is based on the family's priorities and concerns.</li><li>• The outcome describes both the child's strengths and needs based on information from the initial evaluation or ongoing assessment</li></ul>	The OUTCOME avoids the use of passive words (e.g., tolerate, receive, improve, maintain).

3. Within each small group, have the participants discuss and rate the outcome statement by writing “yes” or “no” in each quadrant, based on whether the statement meets each of corresponding criteria.

*NOTE: The criteria described in the bottom center box of the placemat should not be rated during the training activity. Be sure to tell participants that they are criteria to be considered when the child’s IFSP and assessment information is available, but for the purposes of the activity, they are reference information only.*

4. Repeat for each card.
5. Have them separate the cards into “high-quality” statements and “substandard” statements. Any statement with a “no” in any quadrant goes into the “substandard” pile.
6. Pass out the IFSP Outcomes Answer Key in Appendix C on page 21 of this document. Ask your participants to compare their answers with the answer key.
7. Debrief with the group, asking questions such as:
  - Where did you get stuck with an outcome statement? (listen for varying interpretations of the criteria)
  - How might this activity help you in your work and within your team?
  - What additional supports do you need to help you successfully identify whether or not an IFSP Outcome is of high quality and is participation-based?

Other questions may be added to the debriefing by those using the activity to fit the context of the participants and their learning needs.



## IEP Goals Rating Activity

### A. Materials Preparation

1. The IEP Goal Cards (Appendix D on page 24) contains 24 IEP goal statements (2 per page). Print the goals statements on card stock and cut on lines indicated for a 4 x 6" card, or print on plain paper and glue to 4 x 6" index card.
2. One set of goal statements will make 24 cards. One set of 24 cards goes with each placemat. Make as many sets as needed for the groups completing the activity.
3. Print the IEP Goals Placemat (Appendix E on page 37) on a white piece of 8½ x 11" paper and laminate.

### B. Activity Instructions

1. Give one placemat and one set of 24 cards to each group. **Be sure to shuffle the cards** so that goal statements are not in the order they are on the answer key.
2. Have each group put a card in the center of the placemat so that the printed grid on the card matches up with the placemat (shown below).

<b>Criteria for Rating IEP Goals</b>		
The GOAL describes how the child will demonstrate what s/he knows.	IEP Goal Card 1	The GOAL is written in plain language and is jargon-free.
The wording of the GOAL emphasizes the positive.	BG will get across what she wants using words.	The GOAL is measurable and observable. Clear strategies and/or accommodations are included.
The GOAL describes the conditions in which the child will demonstrate progress without naming placement.	<p>When the child's contextual information is available, the following IEP goal criteria can also be evaluated:</p> <ul style="list-style-type: none"><li>• The GOAL includes what the child is doing now and includes the family's input and concerns.</li><li>• The GOAL is achievable in one year and specific timelines are noted.</li><li>• The GOAL details Special Factors related to communication, assistive technology and supports specific to the child's disability and/or English language learning.</li></ul>	The GOAL describes the child's involvement in age-appropriate activities to address "academic and functional" areas.



3. As a small group, have the participants rate the statement by writing “yes” or “no” in each quadrant, based on whether the statement meets each of the corresponding criteria.

*NOTE: The criteria described in the bottom center box of the placemat should not be rated during the training activity. Be sure to tell participants that they are criteria to be considered when the child’s IEP and assessment information is available, but for the purposes of the activity, they are reference information only.*

4. Repeat for each card.
5. Have them separate the cards into “high-quality” statements and “substandard” statements. Any statement with a “no” in any quadrant goes into the “substandard” pile.
6. Pass out the IEP Goals Answer Key in Appendix F on page 39 of this document. Ask your participants to compare their answers with the answer key.
7. Debrief with the group, asking questions such as:
  - Where did you get stuck with a goal statement? (listen for varying interpretations of the criteria)
  - How might this activity help you in your work and within your team?
  - What additional supports do you need to help you successfully identify whether or not an IEP Goal is of high quality and is participation-based?

Other questions may be added to the debriefing by those using the activity to fit the context of the participants and their learning needs.

---

## Using the Rating Activity

The rating activity is designed to be used in multiple ways with different kinds of groups. It may be used by groups that are either familiar with the IFSP or the IEP or in groups where participants are mixed in their experience. In those situations, it is suggested that less familiar participants sit at tables with others who are familiar with the IFSP or IEP, so that they can work through the criteria together. The recommended group size is 3-6 people.

In the instances where this activity will be used with both groups, the IFSP and IEP placemats may be printed on the same paper (front and back) and/or laminated for durability.

*NOTE: The placemats included in this publication are 8½ x 11” in size so that they may be printed on any standard printer. Large placemats measuring 11 x 17” in size are available for download from the following URL: <http://www.nectac.org/~pdfs/pubs/rating-ifsp-iep-training-large.pdf>*

---

## Alternate Activity

Blank worksheets have been provided for both the IFSP Outcomes and the IEP Goals. These documents are available in Appendices G (on page 43) and H (on page 46). Provide copies of the worksheets to participants or groups with or without using the placemats or cards.

In this version of the rating activity, participants write “yes” or “no” in each box under the criteria to rate outcomes or goals. Participants can then compare their answers with the IFSP Outcomes Answer Key (Appendix C on page 21) or the IEP Goals Answer Key (Appendix F on page 39).

## Appendix A:

---

# *IFSP Outcome Cards*

	IFSP Outcome Card 1		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IFSP Placemat in Appendix B and are used to write in a “yes” or “no” answer.</p>
	Lily will go fishing with her family and hold her own fishing pole.		
	IFSP Outcome Card 2		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix G and Answer Key in Appendix C.</p>
	Romeo will go visit grandma and ride in his car seat all the way to her house.		

	IFSP Outcome Card 3		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IFSP Placemat in Appendix B and are used to write in a “yes” or “no” answer.</p>
	<p>Kimmie will play with her toys so Grandma can cook breakfast and get the older kids off to school.</p>		
	IFSP Outcome Card 4		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix G and Answer Key in Appendix C.</p>
	<p>Leroy will play together with his brother and express himself without hitting.</p>		

	IFSP Outcome Card 5		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IFSP Placemat in Appendix B and are used to write in a “yes” or “no” answer.</p>
	Kamika will sleep through the night.		
	IFSP Outcome Card 6		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix G and Answer Key in Appendix C.</p>
	Marcus will play in the backyard getting around on his own using his walker.		

	IFSP Outcome Card 7		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IFSP Placemat in Appendix B and are used to write in a “yes” or “no” answer.</p>
	Walker will make some friends at story time at the library.		
	IFSP Outcome Card 8		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix G and Answer Key in Appendix C.</p>
	Phu will eat enough food so he can gain weight and not have to have surgery.		

	IFSP Outcome Card 9		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IFSP Placemat in Appendix B and are used to write in a “yes” or “no” answer.</p>
	Miles will be happy and relaxed when his mom leaves him at child care.		
	IFSP Outcome Card 10		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix G and Answer Key in Appendix C.</p>
	Ahmet will get to eat what he wants during mealtimes by pointing or looking at the choices his parents provide.		



	IFSP Outcome Card 11		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IFSP Placemat in Appendix B and are used to write in a “yes” or “no” answer.</p>
	Dahlia will join the family on short hikes at Upper Creek Falls while riding comfortably in her infant carrier.		
	IFSP Outcome Card 12		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix G and Answer Key in Appendix C.</p>
	Davis will talk more and pronounce words better.		

	IFSP Outcome Card 13		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IFSP Placemat in Appendix B and are used to write in a “yes” or “no” answer.</p>
	Bonnie will use a pincer grasp to flip a switch.		
	IFSP Outcome Card 14		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix G and Answer Key in Appendix C.</p>
	Marta will participate in range of motion and strengthening exercises.		

	IFSP Outcome Card 15		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IFSP Placemat in Appendix B and are used to write in a “yes” or “no” answer.</p>
	Robin will stop having tantrums at separation.		
	IFSP Outcome Card 16		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix G and Answer Key in Appendix C.</p>
	Miguel will improve his sleeping patterns 4 out of 5 times.		

	IFSP Outcome Card 17		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IFSP Placemat in Appendix B and are used to write in a “yes” or “no” answer.</p>
	<p>Angel will participate in reciprocal turn taking during one-to-one facilitation.</p>		
	IFSP Outcome Card 18		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix G and Answer Key in Appendix C.</p>
	<p>The occupational therapist will assist Jana in grasping objects.</p>		

	IFSP Outcome Card 19		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IFSP Placemat in Appendix B and are used to write in a “yes” or “no” answer.</p>
	Marcus will stack 4 blocks.		
	IFSP Outcome Card 20		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix G and Answer Key in Appendix C.</p>
	Lanesha will gradually stop eating baby food and eat more solid foods.		

	IFSP Outcome Card 21		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IFSP Placemat in Appendix B and are used to write in a “yes” or “no” answer.</p>
	<p>Thomas will tolerate lying on his stomach for 10 minutes without crying.</p>		
	IFSP Outcome Card 22		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix G and Answer Key in Appendix C.</p>
	<p>I want my child to walk.</p>		

## Appendix B:

---

# *IFSP Outcomes Placemat*



<p>The OUTCOME is necessary and functional for the child's and family's life.</p>		<p>The wording of the OUTCOME is jargon-free, clear and simple.</p>
<p>The OUTCOME is discipline-free.</p>	<p><i>Place Card Here</i></p>	<p>The wording of the OUTCOME emphasizes the positive.</p>
<p>The OUTCOME reflects real-life contextualized settings (e.g., not test items).</p>	<p>When the child's contextual information is available, the following IFSP outcome criteria can also be evaluated:</p> <ul style="list-style-type: none"> <li>• The outcome is based on the family's priorities and concerns.</li> <li>• The outcome describes both the child's strengths and needs based on information from the initial evaluation or ongoing assessment</li> </ul>	<p>The OUTCOME avoids the use of passive words (e.g., tolerate, receive, improve, maintain).</p>

## Appendix C:

---

# *IFSP Outcomes Answer Key*

## Answer Key to Activity on Rating IFSP Outcomes

### *Participation-based, High Quality (Yes) vs. Skills-based, Substandard (No)*

#### Rating Criteria:<sup>1</sup>

1. The OUTCOME is necessary and functional for the child's and family's life.
2. The OUTCOME reflects real-life contextualized settings (e.g., not test items).
3. The OUTCOME is discipline-free.
4. The wording of The OUTCOME is jargon-free, clear and simple.
5. The wording of The OUTCOME emphasizes the positive.
6. The OUTCOME avoids the use of passive words (e.g., tolerate, receive, improve, maintain).

Sample IFSP Outcomes <sup>2</sup>	Participation-based and High Quality — YES or NO?					
	1. Necessary/ Functional	2. Real-life Contextual Settings	3. Discipline -Free	4. Jargon- Free	5. Positive	6. Not Passive
1. Lily will go fishing with her family and hold her own fishing pole.	YES	YES	YES	YES	YES	YES
2. Romeo will go visit grandma and ride in his car seat all the way to her house.	YES	YES	YES	YES	YES	YES
3. Kimmie will play with her toys so Grandma can cook breakfast and get the older kids off to school.	YES	YES	YES	YES	YES	YES
4. Leroy will play together with his brother and express himself without hitting.	YES	YES	YES	YES	YES	YES
5. Kamika will sleep through the night.	YES	YES	YES	YES	YES	YES
6. Marcus will play in the backyard getting around on his own using his walker.	YES	YES	YES	YES	YES	YES
7. Walker will make some friends at story time at the library.	YES	YES	YES	YES	YES	YES
8. Phu will eat enough food so he can gain weight and not have to have surgery.	YES	YES	YES	YES	YES	YES

<sup>1</sup> When the child's contextual information (medical or developmental information, evaluation and assessment results, family interview, etc.) is available, the following IFSP outcome criteria can also be evaluated:

- The OUTCOME is based on the family's priorities and concerns.
- The OUTCOME describes both the child's strengths and needs based on information from the initial evaluation or ongoing assessment.

<sup>2</sup> Sample outcome statements provided by Dathan Rush and M'Lisa Shelden of the Family, Infant and Preschool Program, Morganton, NC

Sample IFSP Outcomes <sup>2</sup>	Participation-based and High Quality — YES or NO?					
	1. Necessary/ Functional	2. Real-life Contextual Settings	3. Discipline -Free	4. Jargon- Free	5. Positive	6. Not Passive
9. Miles will be happy and relaxed when his mom leaves him at child care.	YES	YES	YES	YES	YES	YES
10. Ahmet will get to eat what he wants during mealtimes by pointing or looking at the choices his parents provide.	YES	YES	YES	YES	YES	YES
11. Dahlia will join the family on short hikes at Upper Creek Falls while riding comfortably in her infant carrier.	YES	YES	YES	YES	YES	YES
12. Davis will talk more and pronounce words better.	YES	NO	NO	YES	YES	YES
13. Bonnie will use a pincer grasp to flip a switch.	NO	NO	NO	NO	YES	YES
14. Marta will participate in range of motion and strengthening exercises.	NO	NO	NO	NO	YES	NO
15. Robin will stop having tantrums at separation.	YES	NO	YES	NO	NO	YES
16. Miguel will improve his sleeping patterns 4 out of 5 times.	YES	NO	YES	NO	YES	NO
17. Angel will participate in reciprocal turn taking during one-to-one facilitation.	NO	NO	YES	NO	YES	NO
18. The occupational therapist will assist Jana in grasping objects.	NO	NO	NO	NO	YES	NO
19. Marcus will stack 4 blocks.	NO	NO	YES	YES	YES	YES
20. Lanesha will gradually stop eating baby food and eat more solid foods.	YES	NO	YES	YES	NO	YES
21. Thomas will tolerate lying on his stomach for 10 minutes without crying.	NO	NO	YES	YES	YES	NO
22. I want my child to walk.	YES	NO	YES	YES	YES	NO

## Appendix D:

---

# *IEP Goal Cards*

	IEP Goal Card 1		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix E and are used to write in a “yes” or “no” answer.</p>
	<p>Given support by a familiar adult, Jayne will play in a variety of ways (showing play interactions such as pretending to cook, playing with dolls, cars, or blocks, using paints or crayons), and showing at least two play interactions each day.</p>		
	IEP Goal Card 2		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix H and Answer Key in Appendix F.</p>
	<p>When sitting in a chair with arms or other support (pads and a footrest), Ellie will feed herself using a spoon for at least half of the meal-time.</p>		

	IEP Goal Card 3		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix E and are used to write in a “yes” or “no” answer.</p>
	Ethan will use picture symbol cues to complete self-care routines such as hand washing and tooth brushing, with only occasional verbal reminders each day.		
	IEP Goal Card 4		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix H and Answer Key in Appendix F.</p>
	Using cards or pictures, Jordan will play games with an adult and one other child to both ask and answer questions, (such as – “I am round and red and you eat me – What am I?”).		



	IEP Goal Card 5		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix E and are used to write in a “yes” or “no” answer.</p>
	When asked what he wants, Nathan will use words and/or gestures, including refusals (no, don’t like it) to convey needs and wants most of the time (4 out of 5 times) each day.		
	IEP Goal Card 6		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix H and Answer Key in Appendix F.</p>
	When given two items or tasks, Nathan will choose by reaching for the object or picture he wants 3 out of 4 times each day.		

	IEP Goal Card 7		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix E and are used to write in a “yes” or “no” answer.</p>
	Mattie will play by showing interest, trying new ways to play with a toy, or exploring other toys for 5 minutes at a time.		
	IEP Goal Card 8		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix H and Answer Key in Appendix F.</p>
	Dianna will clear her snack or meal items at the end of each meal without reminders.		

	IEP Goal Card 9		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix E and are used to write in a “yes” or “no” answer.</p>
	Clarita will climb up and down stairs and around obstacles each day with only occasionally holding an adult's hand.		
	IEP Goal Card 10		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix H and Answer Key in Appendix F.</p>
	Efrat will use ‘knobbed’ crayons or thick markers to draw shapes and make writing strokes and keeping at it for five minutes.		

	IEP Goal Card 11		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix E and are used to write in a “yes” or “no” answer.</p>
	<p>Kenny will be aware of others’ feelings and respond with appropriate words or actions most of the time during outdoor play time daily.</p>		
	IEP Goal Card 12		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix H and Answer Key in Appendix F.</p>
	<p>With verbal reminders, Juan will put on his jacket by himself each day before going outside.</p>		

	IEP Goal Card 13		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix E and are used to write in a “yes” or “no” answer.</p>
	Gerardo will talk better and do things he likes.		
	IEP Goal Card 14		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix H and Answer Key in Appendix F.</p>
	I want my child to talk more so that he is better understood by others.		

	IEP Goal Card 15		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix E and are used to write in a “yes” or “no” answer.</p>
	<p>Gelada will play games with other children.</p>		
	IEP Goal Card 16		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix H and Answer Key in Appendix F.</p>
	<p>Ethan will improve his attention to routine tasks.</p>		

	IEP Goal Card 17		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix E and are used to write in a “yes” or “no” answer.</p>
	Chris will play in all centers at Sunshine Child Care each day.		
	IEP Goal Card 18		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix H and Answer Key in Appendix F.</p>
	Jay will play with a variety of toys for at least 15 minutes.		



	IEP Goal Card 19		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix E and are used to write in a “yes” or “no” answer.</p>
	<p>Abby will use pincer grasp without pronating at the wrist when using small toys and items.</p>		
	IEP Goal Card 20		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix H and Answer Key in Appendix F.</p>
	<p>Daniel will make choices four out of five days.</p>		

	IEP Goal Card 21		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix E and are used to write in a “yes” or “no” answer.</p>
	<p>When prompted, Melissa will respond to a question without crying or displaying physical resistance (such as dropping to the floor).</p>		
	IEP Goal Card 22		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix H and Answer Key in Appendix F.</p>
	<p>Child will stop crying when coming into the child care center.</p>		

	IEP Goal Card 23		<p>Carefully cut and detach these two cards to include them in the activity. The gridded lines on these cards match up with the IEP Placemat in Appendix E and are used to write in a “yes” or “no” answer.</p>
	Denny will say what he needs and wants independently.		
	IEP Goal Card 24		<p><i>✂ Cut here</i></p> <p>Each card is numbered to make it easy to review and match up with the worksheet in Appendix H and Answer Key in Appendix F.</p>
	Henry will come in from doing something he likes when told to do so.		

## Appendix E:

---

# *IEP Goals Placemat*

<p>The GOAL describes how the child will demonstrate what s/he knows.</p>	<p><b><i>Criteria for Rating IEP Goals</i></b></p>	<p>The GOAL is written in plain language and is jargon-free.</p>
<p>The wording of the GOAL emphasizes the positive.</p>	<p><b><i>Place Card Here</i></b></p>	<p>The GOAL is measurable and observable. Clear strategies and/or accommodations are included.</p>
<p>The GOAL describes the conditions in which the child will demonstrate progress without naming placement.</p>	<p>When the child’s contextual information is available, the following IEP goal criteria can also be evaluated:</p> <ul style="list-style-type: none"> <li>• The GOAL includes what the child is doing now and includes the family’s input and concerns.</li> <li>• The GOAL is achievable in one year and specific timelines are noted.</li> <li>• The GOAL details Special Factors related to communication, assistive technology and supports specific to the child’s disability and/or English language learning.</li> </ul>	<p>The GOAL describes the child’s involvement in age-appropriate activities to address “academic and functional” areas.</p>

## Appendix F:

---

# *IEP Goals Answer Key*

## Answer Key to Activity on Rating IEP Goals *Participation-based, High Quality (Yes) vs. Skills-based, Substandard (No)*

### Rating Criteria:<sup>1</sup>

1. The GOAL is written in plain language and is jargon-free.
2. The GOAL describes the child's involvement in age-appropriate activities to address "academic and functional" areas.
3. The wording of the GOAL emphasizes the positive.
4. The GOAL is measurable and observable. Clear and strategies and/or accommodations are included.
5. The GOAL describes how the child will demonstrate what s/he knows.
6. The GOAL describes the conditions in which the child will demonstrate progress without naming placement.

Sample IEP GOALS	Participation-based and High Quality — YES or NO?					
	1. Plain language; jargon free	2. Age-appropriate activities	3. Positive wording	4. Measurable and observable	5. Describes how the child will demonstrate what s/he knows	6. Describes conditions; does not name placement.
1. Given support by a familiar adult, Jayne will play in variety of ways (showing play interactions such as pretending to cooking, playing with dolls, cars, or blocks, using paints or crayons), and showing at least two play interactions each day.	Yes	Yes	Yes	Yes	Yes	Yes
2. When sitting in a chair with arms or other support (pads and a footrest), Ellie will feed herself using a spoon for at least half of the meal-time.	Yes	Yes	Yes	Yes	Yes	Yes
3. Ethan will use picture cues to complete self-care routines such as hand washing and tooth brushing, with only occasional reminders each day.	Yes	Yes	Yes	Yes	Yes	Yes

<sup>1</sup> When the child's contextual information (medical or developmental information, evaluation results, family information, etc.) is available, the following IEP goal criteria can also be evaluated:

- The GOAL includes what the child is doing now and includes the family's input and concerns.
- The GOAL is achievable in one year and specific timelines are noted.
- The GOAL details Special Factors related to communication, assistive technology and supports specific to the child's disability and/or English language learning.

	Participation-based and High Quality — YES or NO?					
	1. Plain language; jargon free	2. Age- appropriate activities	3. Positive wording	4. Measureable and observable	5. Describes how the child will demonstrate what s/he knows	6. Describes conditions; does not name placement.
<b>Sample IEP GOALS</b>						
4. Using cards or pictures, Jordan will play games with an adult and one other child to both ask and answer questions, (such as –“I am round and red and you eat me—What am I?”).	Yes	Yes	Yes	Yes	Yes	Yes
5. When asked what he wants, Nathan will use words and/or gestures, including refusals (no, don’t like it) to convey needs and wants most of the time (4 out of 5 times) each day.	Yes	Yes	Yes	Yes	Yes	Yes
6. When given two items or tasks, Nathan will choose by reaching for the object or picture he wants 3 out of 4 times each day.	Yes	Yes	Yes	Yes	Yes	Yes
7. Mattie will play by showing interest, trying new ways to play with a toy, or exploring other toys for 5 minutes at a time.	Yes	Yes	Yes	Yes	Yes	Yes
8. Dianna will clear her snack or meal items at the end of each meal or snack without reminders.	Yes	Yes	Yes	Yes	Yes	Yes
9. Clarita will climb up and down stairs and around obstacles each day with only occasionally holding an adults hand.	Yes	Yes	Yes	Yes	Yes	Yes
10. Efrat will use ‘knobbed’ crayons or thick markers to draw shapes and make writing strokes and keeping at it for five minutes.	Yes	Yes	Yes	Yes	Yes	Yes
11. Kenny will be aware of others feelings and respond with appropriate words or actions most of the time while playing outside each day.	Yes	Yes	Yes	Yes	Yes	Yes



Sample IEP GOALS	Participation-based and High Quality — YES or NO?					
	1. Plain language; jargon free	2. Age-appropriate activities	3. Positive wording	4. Measurable and observable	5. Describes how the child will demonstrate what s/he knows	6. Describes conditions; does not name placement.
12. With verbal reminders, Juan will put on his jacket by himself each day before going outside.	Yes	Yes	Yes	Yes	Yes	Yes
13. Gerardo will talk better and do things he likes.	Yes	Yes	Yes	No	Yes	No
14. I want my child to talk more so that he is better understood by others.	Yes	Yes	Yes	No	No	No
15. Gelada will play games with other children.	Yes	Yes	Yes	No	No	No
16. Ethan will improve his attention to routine tasks.	Yes	Yes	Yes	No	No	Yes
17. Chris will play in all centers at Sunshine Child Care each day.	No	Yes	Yes	No	No	No
18. Jay will play with a variety of toys for at least 15 minutes.	Yes	Yes	Yes	Yes	No	No
19. Abby will use pincer grasp without pronating at the wrist when using small toys and items.	No	Yes	Yes	Yes	Yes	Yes
20. Daniel will make choices four out of five days.	Yes	Yes	Yes	Yes	No	No
21. When prompted, Melissa will respond to a question without crying or displaying physical resistance (such as dropping to the floor).	No	Yes	No	Yes	Yes	Yes
22. Child will stop crying when coming into the child care center.	Yes	Yes	Yes	Yes	No	Yes
23. Denny will say what he needs and wants independently.	Yes	Yes	Yes	No	Yes	No
24. Henry will come in from doing something he likes when told to do so.	Yes	No	Yes	No	No	No

## Appendix G:

---

# *IFSP Outcomes Worksheet*

## Rating Sheet for IFSP Outcomes

### *Participation-based, High Quality (Yes) vs. Skills-based, Substandard (No)*

#### Rating Criteria:<sup>1</sup>

1. The OUTCOME is necessary and functional for the child's and family's life.
2. The OUTCOME reflects real-life contextualized settings (e.g., not test items).
3. The OUTCOME is discipline-free.
4. The wording of The OUTCOME is jargon-free, clear and simple.
5. The wording of The OUTCOME emphasizes the positive.
6. The OUTCOME avoids the use of passive words (e.g., tolerate, receive, improve, maintain).

Sample IFSP Outcomes	Participation-based and High Quality — YES or NO?					
	1. Necessary/ Functional	2. Real-life Contextual Settings	3. Discipline -Free	4. Jargon- Free	5. Positive	6. Not Passive
1. Lily will go fishing with her family and hold her own fishing pole.						
2. Romeo will go visit grandma and ride in his car seat all the way to her house.						
3. Kimmie will play with her toys so Grandma can cook breakfast and get the older kids off to school.						
4. Leroy will play together with his brother and express himself without hitting.						
5. Kamika will sleep through the night.						
6. Marcus will play in the backyard getting around on his own using his walker.						
7. Walker will make some friends at story time at the library.						
8. Phu will eat enough food so he can gain weight and not have to have surgery.						

<sup>1</sup> When the child's contextual information (medical or developmental information, evaluation and assessment results, family interview, etc.) is available, the following IFSP outcome criteria can also be evaluated:

- The OUTCOME is based on the family's priorities and concerns.
- The OUTCOME describes both the child's strengths and needs based on information from the initial evaluation or ongoing assessment.

Sample IFSP Outcomes	Participation-based and High Quality — YES or NO?					
	1. Necessary/ Functional	2. Real-life Contextual Settings	3. Discipline -Free	4. Jargon- Free	5. Positive	6. Not Passive
9. Miles will be happy and relaxed when his mom leaves him at child care.						
10. Ahmet will get to eat what he wants during mealtimes by pointing or looking at the choices his parents provide.						
11. Dahlia will join the family on short hikes at Upper Creek Falls while riding comfortably in her infant carrier.						
12. Davis will talk more and pronounce words better.						
13. Bonnie will use a pincer grasp to flip a switch.						
14. Marta will participate in range of motion and strengthening exercises.						
15. Robin will stop having tantrums at separation.						
16. Miguel will improve his sleeping patterns 4 out of 5 times.						
17. Angel will participate in reciprocal turn taking during one-to-one facilitation.						
18. The occupational therapist will assist Jana in grasping objects.						
19. Marcus will stack 4 blocks.						
20. Lanesha will gradually stop eating baby food and eat more solid foods.						
21. Thomas will tolerate lying on his stomach for 10 minutes without crying.						
22. I want my child to walk.						

## Appendix H:

---

# *IEP Goals Worksheet*

# **Rating Sheet for IEP Goals** ***Participation-based, High Quality (Yes) vs. Skills-based, Substandard (No)***

**Rating Criteria:<sup>1</sup>**

1. The GOAL is written in plain language and is jargon-free.
2. The GOAL describes the child's involvement in age-appropriate activities to address "academic and functional" areas.
3. The wording of the GOAL emphasizes the positive.
4. The GOAL is measurable and observable. Clear and strategies and/or accommodations are included.
5. The GOAL describes how the child will demonstrate what s/he knows.
6. The GOAL describes the conditions in which the child will demonstrate progress without naming placement.

	Participation-based and High Quality — YES or NO?					
	1. Plain language; jargon free	2. Age- appropriate activities	3. Positive wording	4. Measureable and observable	5. Describes how the child will demonstrate what s/he knows	6. Describes conditions; does not name placement.
<b>Sample IEP GOALS</b>						
1. Given support by a familiar adult, Jayne will play in variety of ways (showing play interactions such as pretending to cooking, playing with dolls, cars, or blocks, using paints or crayons), and showing at least two play interactions each day.						
2. When sitting in a chair with arms or other support (pads and a footrest), Ellie will feed herself using a spoon for at least half of the meal-time.						
3. Ethan will use picture cues to complete self-care routines such as hand washing and tooth brushing, with only occasional reminders each day.						

<sup>1</sup> When the child's contextual information (medical or developmental information, evaluation results, family information, etc.) is available, the following IEP goal criteria can also be evaluated:

- The GOAL includes what the child is doing now and includes the family's input and concerns.
- The GOAL is achievable in one year and specific timelines are noted.
- The GOAL details Special Factors related to communication, assistive technology and supports specific to the child's disability and/or English language learning.

Sample IEP GOALS	Participation-based and High Quality — YES or NO?					
	1. Plain language; jargon free	2. Age-appropriate activities	3. Positive wording	4. Measurable and observable	5. Describes how the child will demonstrate what s/he knows	6. Describes conditions; does not name placement.
4. Using cards or pictures, Jordan will play games with an adult and one other child to both ask and answer questions, (such as –“I am round and red and you eat me—What am I?”).						
5. When asked what he wants, Nathan will use words and/or gestures, including refusals (no, don’t like it) to convey needs and wants most of the time (4 out of 5 times) each day.						
6. When given two items or tasks, Nathan will choose by reaching for the object or picture he wants 3 out of 4 times each day.						
7. Mattie will play by showing interest, trying new ways to play with a toy, or exploring other toys for 5 minutes at a time.						
8. Dianna will clear her snack or meal items at the end of each meal or snack without reminders.						
9. Clarita will climb up and down stairs and around obstacles each day with only occasionally holding an adults hand.						
10. Efrat will use ‘knobbed’ crayons or thick markers to draw shapes and make writing strokes and keeping at it for five minutes.						
11. Kenny will be aware of others feelings and respond with appropriate words or actions most of the time while playing outside each day.						

Sample IEP GOALS	Participation-based and High Quality — YES or NO?					
	1. Plain language; jargon free	2. Age- appropriate activities	3. Positive wording	4. Measureable and observable	5. Describes how the child will demonstrate what s/he knows	6. Describes conditions; does not name placement.
12. With verbal reminders, Juan will put on his jacket by himself each day before going outside.						
13. Gerardo will talk better and do things he likes.						
14. I want my child to talk more so that he is better understood by others.						
15. Gelada will play games with other children.						
16. Ethan will improve his attention to routine tasks.						
17. Chris will play in all centers at Sunshine Child Care each day.						
18. Jay will play with a variety of toys for at least 15 minutes.						
19. Abby will use pincer grasp without pronating at the wrist when using small toys and items.						
20. Daniel will make choices four out of five days.						
21. When prompted, Melissa will respond to a question without crying or displaying physical resistance (such as dropping to the floor).						
22. Child will stop crying when coming into the child care center.						
23. Denny will say what he needs and wants independently.						
24. Henry will come in from doing something he likes when told to do so.						



## Appendix I:

# References

1. McWilliam, R. A. (2006). *Steps to build a functional outcome*. Siskin Children's Institute. Retrieved from [http://www.siskin.org/downloads/Steps\\_to\\_Build\\_a\\_Functional\\_Child\\_Outcome.pdf](http://www.siskin.org/downloads/Steps_to_Build_a_Functional_Child_Outcome.pdf)
2. McWilliam, R. A. (2009). *Goal Functionality Scale III*. Retrieved from [http://www.nectac.org/~pdfs/topics/families/GoalFunctionalityScaleIII\\_2\\_.pdf](http://www.nectac.org/~pdfs/topics/families/GoalFunctionalityScaleIII_2_.pdf)
3. Rush, M. L., & Shelden, D. D. (2009). Tips and techniques for developing participation-based IFSP outcomes statements, *BriefCASE*, 2(1). Retrieved from [http://www.fippcase.org/briefcase/briefcase\\_vol2\\_no1.pdf](http://www.fippcase.org/briefcase/briefcase_vol2_no1.pdf)
4. U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2000). *A guide to the Individualized Education Program*. Retrieved from <http://www2.ed.gov/parents/needs/speced/iepguide/iepguide.pdf>
5. U.S. Department of Education, Office of Special Education and Rehabilitative Services. (n.d.). *Model form: Individualized Education Plan*. Retrieved from <http://www2.ed.gov/policy/speced/guid/idea/modelform-iep.pdf>
6. Bar-Lev, N., Van Haren, B., Laffin, K., Wright, A., Derginer, M., Graves, T., Kubinski, E., & Bernt, S. (2009). *A guide to connecting academic standards and IEPs (draft)*. Retrieved from <http://dpi.state.wi.us/sped/pdf/iepstandardsguide.pdf>
7. OSEP TA Community of Practice, Workgroup on Principles and Practices in Natural Environments. (2008). *Mission and key principles of early intervention services*. Retrieved from [http://www.nectac.org/~pdfs/topics/families/Finalmissionandprinciples3\\_11\\_08.pdf](http://www.nectac.org/~pdfs/topics/families/Finalmissionandprinciples3_11_08.pdf)
8. OSEP TA Community of Practice, Workgroup on Principles and Practices in Natural Environments. (2008). *Seven key principles: Looks like/doesn't look like*. Retrieved from [http://www.nectac.org/~pdfs/topics/families/Principles\\_LooksLike\\_DoesntLookLike3\\_11\\_08.pdf](http://www.nectac.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf)
9. OSEP TA Community of Practice, Workgroup on Principles and Practices in Natural Environments. (2008). *Agreed upon practices for providing early intervention services in natural environments*. Retrieved from [http://www.nectac.org/~pdfs/topics/families/AgreedUponPractices\\_FinalDraft2\\_01\\_08.pdf](http://www.nectac.org/~pdfs/topics/families/AgreedUponPractices_FinalDraft2_01_08.pdf)
10. Early Childhood Outcomes Center. (2011). *ECO resources: IFSP/IEP-outcomes integration*. Retrieved from <http://www.fpg.unc.edu/~eco/pages/integration.cfm>
11. Early Childhood Outcomes Center, IFSP/IEP-Outcomes Integration Think Tank. (2010). *Integrating child outcome measurement with the Individualized Education Program (IEP) process: Implementation Rating Scale*. Retrieved from [http://leadershipmega-conf-reg.tadnet.org/uploads/file\\_assets/attachments/281/original\\_Integrating\\_outcomes\\_IEP\\_rating.pdf?1280240466](http://leadershipmega-conf-reg.tadnet.org/uploads/file_assets/attachments/281/original_Integrating_outcomes_IEP_rating.pdf?1280240466)